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ABSTRACT

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Abstract

This research was designed to construct an instrument to measure teacher's expectancies for internal or external control of important aspects of the work of teaching. Items were composed for initial trial based on fourteen areas which past research has shown to be important satisfiers in teaching. The 75 items in the initial pool were administered to 321 teachers of varied teaching levels and years of experience who were enrolled in graduate courses in education. As a measure of the influence of a generalized attitude for social desirability on item responding, the Marlowe-Crowne Social Desirability scale was administered. Correlations of individual items with social desirability clustered around zero. Based on the correlation with total score 32 items were selected for inclusion in the final form of the Teacher Role Survey. Of the seven major areas of satisfiers originally thought to hold potential as subtests, four areas were represented by four or more items in the final set of 32. The scale demonstrates sufficient internal consistency and retest reliability to suggest promise for further development.

The Teacher Role Survey: A Measure
of Teacher Locus of Control

In an article published by Rotter (1966) entitled, "Generalized Expectancies for Internal vs. External Control of Reinforcement," the development of a scale based upon social learning theory (Rotter I-E Scale) was elaborated. The scale was designed to measure generalized expectancies regarding the locus of control of life events. That is, it was designed to measure the degree to which an individual believed that important life events were self-controlled (internal locus of control) or were controlled by external forces (fate, chance, those in authority, etc.). The premise underlying the scale development was that individual social learning histories are the primary determinants of individual expectancies regarding locus of control. An individual whose learning history is one of "behavior influencing outcomes" learns to expect that, "My behavior makes a difference." Such an individual holds generalized beliefs in an internal locus of control of life events. The individual, on the other hand, whose social learning history is one of behavior being largely irrelevant to outcomes, learns to expect that, "My behavior makes little difference. What will be, will be." Seligman (1975) provides considerable theoretical and research support for the notion that individual expectancies regarding locus of control are developed based upon individual learning histories. He has pointed out that learning histories in which outcomes are contingent upon behavior result in expectancies that behavior will effect outcomes while learning histories of outcomes not being contingent upon behavior result in helplessness and hopelessness, i.e., "It isn't worth trying because it makes no difference."

While extensive evidence supports the existence of generalized expectancies for control of life events, it has been argued that such a view provides only

a partial explanation for behavior. Mischel (1968, 1969) points out that behavior is often inconsistent across situations. Thus, a generalized expectancy for locus of control of reinforcers (a personality trait) would not necessarily hold constant across situations. In his review of literature related to personality trait investigations Mischel concludes, "With the possible exception of intelligence, high generalized behavioral consistencies have not been demonstrated, and the concept of personality traits as broad response predispositions is thus untenable" (1968, p. 146). Moss (1961) suggests that situational and personality variables have both separate and combined effects.

The numerous studies in which the Rotter I-E scale has been utilized have emphasized the effect of generalized expectancies for locus of control upon a wide range of cognitive, affective and instrumental behaviors in a wide variety of settings. The purpose of this research was to design an instrument to measure expectancies for control in a specific professional context, viz., elementary and secondary teaching. It was anticipated that such an instrument would measure a combination of 1) generalized expectancies, 2) expectancies for control in the career domain, and 3) expectancies for control in a specific professional context, i.e., in a specific school district and a specific school. Thus, the instrument developed in the present research was designed to measure the combined effects of personality variables and situational variables upon teachers' expectancies for locus of control of reinforcement.

Work-Related Teacher Reinforcers

Research on teacher satisfaction has identified several areas which may be regarded as sources of reinforcement for teachers. Holdaway (1978) investigated teacher satisfaction in a sample of 801 teachers in Alberta, Canada selected

by taking every twentieth name from an alphabetic list of those teachers in the large systems within the province. His approach was aimed at determining both the overall satisfaction with teaching and the specific components of teaching in which teachers found pleasure. Based on responses to a mailed questionnaire, the results showed teachers to be most satisfied with the following components of their jobs: 1. Relationships with students; 2. Freedom to select teaching methods; 3. Relationships with other teachers; 4. Freedom to select subject matter; 5. Assignment to teach particular grade levels; 6. Social relationships in their work; and 7. Job security. Eighty-eight percent or more of the respondents indicated satisfaction with each of these aspects of their work.

When asked to identify aspects of the teaching task that contributed most to their overall satisfaction or dissatisfaction with teaching, the following were the most highly ranked satisfiers: working with students; relationships with other teachers; sense of achievement; holidays; curriculum and program freedom; responsibility; recognition. Similarly the most frequently mentioned dissatisfiers were as follows: attitudes of society and parents; administration and policies; physical conditions; student attitudes; salary; work load; and the status of teachers.

Borgen, et al (1968) investigated patterns of reinforcers in many occupations including teaching. Their results identify four areas as being of significance for elementary teachers. These areas are ability utilization, achievement, creativity, and social service.

In a study of job attitudes in several occupations Saleh (1971) found the following to be the most highly selected factors for a group of primary teachers: meeting family needs - salary wise; growth in skill; relations with peers; achievement; security; relations with subordinates; advancement; working

conditions; praise & recognition; and salary.

Procedure

Based on the studies reported above, seven major categories of teacher work reinforcers were selected. They are as follows: work with students; relations with teachers; sense of achievement; curriculum and program freedom; responsibility; recognition; and attitudes of society and parents. Eight items were written in each of these categories for initial try-out with the expectation that at least half would prove to be usable in the final scale. Seven additional categories were selected from one or more of the studies based on the judgement that they might reflect important aspects of teaching related to issues of internal or external control. The seven additional categories are as follows: administration; personnel policies; salary; working conditions; workload, security; and social service. From one to five items were written for each of these latter categories making a total of 75 items which constituted the initial item pool.

It was decided to develop each item as a contrast between two statements one of which would express an internal and the other an external belief about schools or teaching. This procedure has the advantage of indicating more clearly the dimension which the item is attempting to measure and hopefully reduces item ambiguity. The following item designed to measure control expectancies related to recognition provides an example of the item format:

- a) Teachers are given recognition in proportion to the quality of their performance.
- b) Given society's attitude toward teaching, there is really very little a teacher can do to gain the recognition deserved.

In order to control for the possible effect of serial position in the scale, five forms were prepared each presenting items in a different order. The 75 items were divided into five blocks of items, each block consisting of 15 items. Each of the blocks was systematically rotated through each of five positions across the five forms. For example, block A appeared in position one (items 1-15) on the first form, in position two (items 16-30) on the second form, in position three (items 31-45) on the third form, in position four (items 46-60) on the fourth form and in position five (items 61-75) on the fifth form. In like fashion, each of the other four item blocks was rotated through each of the five positions across the five forms of the inventory. It was felt to be important to do this in case the transparency of the items became a problem for subjects and they began to respond less seriously after partial completion of the instrument. In this way any collapse of motivational intensity would not accumulate on the same items.

Initial item administration for purposes of item analysis was completed with 321 teacher volunteers who were either 1) enrolled in graduate courses in education at the University of New Mexico, or 2) teaching in the Bernalillo School District, a small district near Albuquerque. All volunteers had at least one year of teaching experience at elementary, secondary, or technical school level. Students who were still in teacher training and had not yet completed at least one year of teaching experience were not accepted for the initial administration. Administered along with the 75 item Teacher Role Survey (TRS) were the Marlowe-Crowne Social Desirability Scale and a brief demographic questionnaire asking for teaching level, years of teaching experience, part-time vs. full-time experience, and gender. The characteristics of the group as regards the demographic data are presented in Table 1.

Table 1
Demographic Characteristics of
the Subjects in the Initial Subject Pool

Level of Teaching	Elementary	Mid	High	Combination	Total	
	158	63	56	36	313	
Years Experience	1-2	3-4	5-6	7-8	9-12	13+ Total
	55	63	49	46	51	41 305
Gender	Female		Male		Total	
	237		59		296	
Full Time/ Part Time	Full		Part		Total	
	235		81		316	

^a The totals on each of the identifying characteristics vary and are less than the total number of participants because of missing data on some response forms.

RESULTS

Position Effects

Initial analysis revealed that 72 of the 75 items yielded significant Chi squares for internality by position. In order to specify more clearly the nature of the position effect, the five position blocks of fifteen items each were further analyzed. Each of the five position blocks of 15 items was scored for internality based on position alone regardless of actual item content. The means and standard deviations for internality scores in each of the five positions are reported in Table 2.

Table 2

Means and Standard Deviations for
Internality Scores of Blocks of 15
Items at Five Different Serial Positions

Position	Mean	Standard Deviation
First 15	23.717	2.367
Second 15	22.757	3.095
Third 15	23.290	2.777
Fourth 15	22.850	2.694
Final 15	22.723	2.843

An analysis of variance for repeated measures yielded an F-value of 16.122, significant well beyond the .0001 level (Critical value = 3.34 with 4 and 1000 df). This finding indicates that response to the items contained in the initial pool depends in part on the serial position within the test. Regardless of the content of the items there is a tendency for items appearing in the first position to be responded to in a more internal direction.

Descriptive Data For Items

Means and standard deviations were computed for each item based on a scoring system which assigned one point for the selection of an external alternative and two points for an internal selection. These data are reported in Table 3.

Item means reflect the percentage of subjects selecting the internal alternative on each item and range from 37.4 to 70.7 percent internal. Also reported in Table 3 are the correlations for each item with social desirability. These correlations range from $-.155$ to $.152$. Only four are significantly greater than zero. Two of the significant correlations were negative and two positive and in view of the fact that one could expect three of the seventy-five correlations to be significant by chance, it was clear that social desirability should not be considered in item selection. Item remainder correlations for the full scale and for each subscale are also reported for each item in Table 3.

Table 3
ITEM DATA BY SUBTEST

Subtest	Item	Mean	Standard Deviation	Correlation With Social Desirability	Item Remainder Correlations Full Scale	Item Rem. Corr. w/ Subtest
Work With Students	1	1.600	.491	.063	.274	.138
	22	1.600	.491	-.059	.252	.361
	29	1.637	.482	-.082	.206	.105
	35	1.500	.501	.085	-.177	-.120
	43 ^A	1.619	.487	-.126*	.362	.366
	49 ^A	1.581	.494	-.001	.342	.421
	60 ^A	1.530	.500	-.013	.397	.304
	66	1.644	.480	.009	.237	.246
Relations With Teachers	2 ^A	1.478	.500	-.155**	.325	.173
	12 ^A	1.563	.497	.029	.387	.345
	30 ^A	1.619	.487	.058	.333	.147
	36 ^A	1.511	.501	-.054	.400	.266
	44 ^A	1.574	.494	-.076	.407	.275
	50	1.456	.499	-.013	-.040	.023
	61	1.496	.501	.080	.181	.104
	67	1.563	.497	.071	.100	.078
Sense of Achievement	3	1.622	.486	.030	.292	.252
	13	1.519	.501	-.089	.225	.294
	23 ^A	1.596	.492	-.026	.403	.143
	37	1.493	.501	.108	.120	.057
	45	1.604	.490	.033	.271	.280
	51	1.707	.456	.007	.216	.117
	62	1.693	.462	.152**	.298	.293
	68 ^A	1.581	.494	-.102	.427	.354

Table 3 continued

Subtest	Item	Mean	Standard Deviation	Correlation With Social Desirability	Item Remainder Correlations Full Scale	Item Rem. Corr. w/ Subtest
Curriculum and Program Freedom	4	1.570	.491	.014	.274	.163
	14	1.574	.494	.093	.266	.201
	24 ^A	1.570	.496	-.071	.502	.050
	31	1.504	.501	-.062	.202	.191
	46	1.496	.501	.123*	.163	.200
	52	1.570	.496	.048	.279	.196
	63	1.604	.490	-.005	.016	.198
	69	1.381	.487	.088	-.226	.200
Responsibility	5 ^A	1.567	.496	-.037	.380	.377
	15 ^A	1.559	.497	-.059	.354	.426
	25	1.570	.496	.103	.295	.252
	32	1.693	.462	.089	.142	.242
	38 ^A	1.559	.497	-.040	.389	.328
	53 ^A	1.693	.462	.013	.315	.280
	64 ^A	1.656	.476	.011	.307	.208
	70 ^A	1.533	.500	-.070	.433	.309
Recognition	6 ^A	1.452	.499	-.038	.465	.229
	16 ^A	1.552	.498	.002	.337	.209
	26 ^A	1.496	.501	.096	.311	.342
	33 ^A	1.581	.494	-.041	.308	.462
	39	1.537	.500	.030	.164	.341
	47	1.652	.477	.025	.204	.269
	65	1.430	.496	.026	-.034	.152
	71	1.470	.500	.072	.068	.017

Table 3 continued

Subtest	Item	Mean	Standard Deviation	Correlation With Social Desirability	Item Remainder Correlations Full Scale	Item Rem. Corr. w/ Subtest
Attitudes of Society and Parents	7 ^A	1.474	.500	-.092	.456	.229
	17	1.611	.488	.074	.229	.199
	27 ^A	1.589	.493	-.028	.337	.062
	34 ^A	1.563	.497	-.066	.355	.158
	40	1.570	.496	.007	.251	.248
	48	1.374	.485	.033	-.059	.022
	54	1.519	.501	-.031	.123	.222
	72 ^A	1.489	.501	.081	.309	.291
Administration	8	1.467	.500	-.029	.169	.099
	18 ^A	1.396	.490	.056	.383	.216
	41 ^A	1.567	.496	.100	.418	.232
	55	1.626	.485	.085	.088	.171
	73	1.552	.498	.014	.285	.136
Personnel Policies	9 ^A	1.567	.496	-.077	.353	.152
	19	1.467	.500	-.025	.297	.062
	42	1.485	.501	.002	.278	.203
	56	1.530	.500	-.087	.254	.260
	74	1.481	.501	-.043	.251	.266
Working Conditions	20 ^A	1.581	.494	.036	.361	
	75 ^A	1.585	.494	-.039	.370	
Work Load	11 ^A	1.644	.480	-.058	.322	
	58	1.548	.499	-.002	.019	

Table 3 continued

Subtest	Item	Mean	Standard Deviation	Correlation With Social Desirability	Item Remainder Correlations Full Scale	Item Rem. Corr. w/ Subtest
Securtiy	21	1.581	.494	.067	.162	
	59	1.548	.499	-.027	.229	
Social Service	28 ^A	1.552	.498	-.003	.400	
Salary	10	1.485	.501	-.040	.029	
	57	1.378	.486	.066	-.360	

* Significant at .05 level (two-tailed test)

** Significant at .01 level (two tailed test)

^A Items which correlated .30 or higher with the full scale score (Item remainder correlation - full scale) were included in the final form.

Item Selection

Items which correlated .30 or higher with the full scale were selected for the final form (note those items marked ^A in Table 3). Thirty-two of the 75 items in the initial pool met this criterion. The item remainder correlations for the full scale for the thirty-two items retained ranged from .307 to .502. The number of items by subtest (category of work reinforcer) in the initial item pool and in the final items selected is shown in Table 4. The number of items retained in the major categories (eight items in original pool) ranges from one to six with four of the seven categories containing four or more items in the final form.

The item remainder correlations for each item within the subtests are also reported in Table 3. The major subtest categories in which four or more items were retained for the final form are reported in Table 5.

The content areas of the subtests were initially selected as domains for item construction which, based on prior research, were thought to represent major job satisfiers for teachers and, consequently, areas where control expectancies would be particularly important. Thus, both a breadth and intensity of satisfiers were thought to be represented by the subtests. It was further anticipated that some of the subtests might provide indices of differential control expectancies for the different satisfiers. That is, it was thought that some teachers in some situations might express an internal control expectancy regarding work with students and an external control expectancy regarding another satisfier such as relations with teachers.

Selecting items for the final form with an item remainder correlation with total score of .30 and above resulted in items containing a common or

Table 4
Number of Items for Each Category of
Work Reinforcers by Item Selection Phase

Categories of Work Reinforcers	Number of Items in Initial Pool	Items with item remainder r of .30 or higher
Work with students	8	3
Relations with teachers	8	5
Sense of Achievement	8	2
Curriculum & Program Freedom	8	1
Responsibility	8	6
Recognition	8	4
Attitudes of Society & Parents	8	4
Administration	5	2
Personnel Policies	5	1
Working Conditions	2	2
Work Load	2	1
Security	2	0
Social Service	1	1
Salary	2	0
Total	75	32

Table 5

Major Subtests With Four or More Items
Retained and Their Respective Item Remainder
Correlations Within the Subtest

Subtest	Items	Item Remainder Correlation With Subtest
Relations With Teachers	2	.173
	12	.345
	30	.147
	36	.266
	44	.275
Responsibility	5	.377
	15	.426
	38	.328
	53	.280
	64	.208
	70	.309
Recognition	6	.229
	16	.209
	26	.342
	33	.462
Attitudes of Society and Parents	7	.229
	27	.062
	34	.158
	72	.291

general factor. Of the items not selected for the final form, only two (22 and 39) had item remainder correlations with their respective subtests of .30 or above. Of those retained, 10 had correlations of .30 or above with their respective subtests. The subtests which seem to hold the greatest promise for subtest interpretation (Table 5) are responsibility and recognition, both of which contain items with the most consistently high item remainder correlations within the subtests. The utility of interpretation of any of the subtests, however, is dependent upon information from further research.

Summary

The purpose of this research was to design an instrument to measure teachers' expectancies for internal or external control of important aspects of the work of teaching. Items were written to represent fourteen areas which past research had shown to be important satisfiers in teaching. Thus, the 75 items represented a broad spectrum of highly important teacher work satisfiers. Each item consisted of two contrasting statements, the one indicating little or no personal control over the satisfier and the other indicating a rather high degree of control over the satisfier. The respondents were directed to select the one statement in each item which most strongly represented their opinion.

The 75 items were administered to 321 teachers of varied reaching levels and years of experience who volunteered to complete the instrument (Teacher Role Survey). Five forms of the test were utilized with each item systematically rotated through a different position in each of the five forms.

Seven of the areas of work satisfiers were considered to be most important and eight items were prepared for each of these seven areas.

These seven areas were thought to hold potential for treatment as subtests. The five forms were employed to determine whether item position (beginning, middle, end) was related to response. Items in the beginning positions consistently were responded to in a more internal direction. No plausible explanation for this tendency can be proffered on the basis of existing data.

Of the 75 items in the initial pool, 32 were selected for inclusion in the final form of the Teacher Role Survey on the basis of their item remainder correlations of .30 or above. Of the seven major categories of satisfiers which were thought to hold potential for treatment as subtests, four retained four or more items after the deletion of items from the initial pool whose item remainder correlation was less than .30.

The Teacher Role Survey holds promise as there is a relatively high degree of internal consistency among the 32 items selected for inclusion in the final scale. It remains to be seen whether any of the subtests will lend themselves to individual interpretation apart from the total score.

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